

Achievement Objectives	Learning Intentions	Teaching Action(DACTs)	Assessment Tasks
	<p><b><u>Students will be able to:</u></b></p> <p># plan, storyboard and film a short documentary</p> <p># analyse the features from film /tv extracts</p> <p># work in groups to complete tasks</p> <p><b><u>Success Criteria</u></b></p> <p># to produce an original short movie which can be shown on Pukeko Echo.</p>	<p>#1.Outline the unit to students. As a way of ascertaining their prior knowledge, show students the title sequence from the TV programme you intend to use in section 3 (eg ER, Frontline or other programme with a "busy" highly constructed title sequence). Show the sequence once to the class and ask for any general comments about what impression about the following programme we are meant to take from it</p> <p>Now, divide the class into groups and, as the sequence is re-shown, have each focus on a particular aspect of the sequence and how that contributes to our overall impression (groups focus on: location, music/sound;characters/costumes; camera shots; colour/light; editing/transitions). As groups' make brief report backs, introduce the idea of television as constructed reality.</p>	<p>The finished movie will aim to combine verbal, visual and dramatic features to communicate information.</p> <p># Students will complete self and peer assessment rubric.</p> <p># Students will work with the Producer of Pukeko Echo who will provide professional feedback/forward</p> <p># The completed movie will be submitted for airing on Pukeko Echo</p>
<p><b><u>Thinking critically</u></b></p> <p>-identify and discuss ways that verbal and visual features are combined for a particular purpose and audience.</p>	<p><b><u>E-Learning tools:</u></b></p> <p>#All ICT - cameras - movie and still, sound equipment, lighting computers plus imovie, i can animate, garageband plus other key applications as required</p> <p><b><u>Thinking Tools:</u></b> Graphic organisers,</p>	<p>2.Students are shown a range of advertisements taken from TV. Each group is allocated one advertisement about which they provide a <u>general analysis</u>.</p> <p>3.Now look more closely at a teacher-selected TV advertisement (the more sophisticated and textually rich, the more useful it will be for this exercise). Watch the advertisement a few times then complete the <u>TV Advertisement Group Analysis</u>. It is useful for both teacher and students to have a shared metalanguage with which to discuss film - See <i>Glossary of Video and Editing Terms</i> and also <u>activities</u> to help students understand the language of film.</p> <p>4.View the credit sequence from a popular television programme eg. Frontline, an Australian satire (see <u>The Language of Literary Analysis</u> for a definition of satire) on current affairs television. Complete the <u>analysis of the credit sequence</u>.</p> <p>5.By this stage students should have the analytical framework and metalanguage necessary to analyse</p> <p>Continued on next page</p>	<p><b><u>Resources:</u></b></p> <p>Listed on next page</p>
	<p><b><u>Key Competencies:</u></b></p> <p>* thinking</p> <p>* using language, symbols, and texts</p> <p>* managing self</p> <p>* relating to others</p> <p>* participating and contributing</p>	<p><b><u>Groups:</u></b></p> <p>Small co-operative self-selected groups</p>	<p><b><u>Evaluation/Reflective Comments:</u></b></p>

## Teaching Points/DACTS continued

6. Use a sequence from a programme with which they are more familiar. In small groups students choose a programme popular with their age group, record a sequence from the programme, then present it to the class as [mini seminar](#).

Now, in groups, students should be ready to begin planning for a short video based upon one of [these ideas](#) or other ideas devised by the teacher and students. For teachers/students without time or resources to actually shoot a film we recommend this [film-making](#)

7. Once each group has decided on an idea and submitted an outline to the teacher for approval, they are ready to begin developing a [storyboard](#) to ensure that each shot in the film is consciously planned to achieve the overall impact. For a [completed storyboard](#) (formatted slightly differently) see the one created by a group of year 10 students which shows the planning for an advertisement for spaghetti! At this point the [assessment schedule](#) should be shared with and explained to students so that they are aware of the desirable features of their production.

8. If time allows and if students/teachers are aiming for a more professional final product, they should visit [The Online Communicator: Writing](#) for more guidance on scriptwriting.

### 9. Planning for Filming

Whilst students are preparing storyboards the teacher should:

- \* reserve cameras and tripods
- \* provide a training session for one camera-person from each group, using the [Before You Shoot checklist](#). Students wanting more guidance on the nuts and bolts of filming including technical tips, short-cuts and special effects should visit [The Complete Eejit's Guide to Film Making](#).
- \* prepare [another unit](#) which the rest of the class can work on while groups are filming.
- \* warn colleagues about the filming and seek their cooperation.
- \* establish a booking sheet for the camera so that students know exactly what day they are to film and can bring necessary props, costumes, etc.

Students then shoot their video, ensuring that they adhere to the storyboard and carry out all editing in camera i.e. filming again over any 'disasters'. This is not the place or time to enter into the process of video editing unless the expertise and personnel are readily available. See the guidelines for [shooting in the field](#) and [shot setup and composition](#). For a more in-depth guide to all aspects of TV production see [Television Production](#).

Invite parents and/or another class to a film festival in which the videos are given their "world premieres"

## Resources

Digital Storytelling in the Classroom Jason Ohler

- \* *Cinema - How are Hollywood Films Made?*
- \* *Media Literacy*
- \* *The Complete Eejit's guide to Film Making*
- \* *The Motion Picture Industry: Behind the Scenes*
- \* *Film making Simulation*
- \* *The Online Communicator: Writing*
- \* *National Association of Media Educators*
- \* *Critical Thinking: Using Frontline*
- \* *Television Production*

## Websites:

<http://www.bbc.co.uk/cbbc/meandmymovie/>  
<http://www.mediaknowall.com/>  
<http://www.teachingteachers.com/>  
<http://digitalstorytelling.coe.uh.edu/>  
<http://www.learner.org/interactives/cinema/>  
<http://www.teachers.tv/>  
<http://kidsvid.altec.org/index.html>  
<http://www.jasonohler.com/index.cfm>  
<http://www.emints.org/ethemes/resources/S00002395.shtml>  
[www2.warnerbros.com/happyfeet/pdf/Happyfeetguide](http://www2.warnerbros.com/happyfeet/pdf/Happyfeetguide)